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The Competence of School Principals: What Kind of Need Competence for School Success?

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Abstrak

Kompetensi pada umumnya didefinisikan sebagai kemampuan yang berupa pengetahuan, sikap dan keterampilan untuk melakukan pekerjaan secara efektif dan efisien. Oleh karena kepala sekolah sebagai kunci keberhasilan sebuah sekolah, maka kajian ini bertujuan untuk memberikan informasi tentang jenis kompetensi yang perlu dimiliki oleh kepala sekolah bagi memberikan jawaban atas masalah tentang jenis-jenis kompetensi yang diperlukan untuk kesuksesan sekolah. Berdasarkan tujuan ini, maka studi ini berfokus kepada analisis dokumen kompetensi kepala sekolah Kementerian Pelajaran Malaysia, Florida dan Indonesia dengan menggunakan adaptasi teori Concept Mapping. Hasil yang diperoleh adalah kepala sekolah untuk melaksanakan tugasnya dengan sukses, maka harus berorientasi kepada sekolah pada umumnya, berorientasi kepada guru dan staff serta berorientasi kepada pencapaian hasil belajar siswa. Sementara itu, kompetensi yang berkaitan dengan sekolah adalah kompetensi dari segi kepemimpinan sekolah; kompetensi dari segi kepimpinan pengajaran yang berkaitan dengan tugas dan tanggung jawab kepada guru dan staff, dan kompetensi dari segi kepimpinan operasional yang berorientasi kepada kesuksesan siswa. Oleh karena itu, kajian menyarankan tentang pentingnya kepala sekolah mempunyai kompetensi seperti yang disebutkan untuk pencapaian kesuksesan sekolah

Kata kunci: *kepala sekolah, kompetensi, kepimpinan intruksional, kepimpinan operasional, kepemimpinan sekolah*

Abstract

Competence is generally defined as the ability, the knowledge; attitudes and skills to do job effectively and efficiently. Because the school principals is a key success of a school, the this study can provide information about the competencies that need to be supplied to the school principals as educational leaders, who in accordance to various references, study results or documents. Hence, this study specifically focuses on the competence of school principals based on Ministry of Education Malaysia; Florida Department of Education, and Ministry of National Education Indonesia. Base on the purpose of this study, document analyzing was conducted by adapting methods of Concept Mapping. Based on the results obtained that, in generally competencies that need to be supplied to the competence of school principals based on schools; teachers (staff); and students. Meanwhile, results of document analyzing of the school principals from three documents are oriented to the school in general; oriented instructional leadership to the aspects of teaching done by teacher; and operational oriented to the school for student success. Therefore, this study suggests that the importance of school principals should be provided as has been highlighted competencies for school achievement.

Keywords: *competencies, instructional leadership, operational leadership, school principals, school leadership*

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Introduction

Malaysia's plan to strengthen school-9 can increase the number of school in the context of measured effective scheme based on Standard of Quality Education in Malaysia (SKPM) in 2010 which includes the four aspects, namely: (1) the direction of leadership; (2) organizational management; (3) educational programs; and (4) student excellence (*Jemaah Nasir Sekolah*, 2010). While in Florida Department of Education focused on achieving competency standards through a program of Principal Leadership Standard (Florida Department of Education, 2008). Next, the construction of education in Indonesia is based on achieving the National Standards of Education in 2013 (*Kementerian Pendidikan Nasional Indonesia*, 2005) by the school principals with competency (*Kementerian Pendidikan Nasional Indonesia*, 2007). This means that with strong competencies preparation allows principals to combine all the areas of curriculum management, organization in other to produce quality education and school effectiveness (*Institut Aminuddin Baki*, 2010). Recognizing this, every school principal is facing the challenge to make the changes and direct the development of education, planning and continuing to improve the quality of education.

School Principals as a Leader in Education

Because the school principals as a leader, then each activity should always reflect the style of school leadership to influence stakeholders to work together to create the goals set. Various theories that expose them, by Hersey (1984) revealed leadership as having the potentials to influence the behavior of a person or group on the situation of working together. Blake and Mouton (1985) also revealed, leadership as a process of involvement of the other parties for the achievement of organizational goals. Kotter (1990) revealed that leadership and school management can be defined with the same meaning as the function and role of both inter-related, acting in the management and decision making in an organization, because the process of directing, managing and motivating staff as well as the influence on staff refer to as the leadership process. While Berry (1997) reveals leadership as a concept that reflects activity changes and increased participation of others in decision making. Meanwhile, Siagian (1999) opined that the ability of real leadership is exercising the functions of leadership include the leader as an effective communicator, skilled mediators, and effective integration.

School leaders in this study is a person who is directly involved in the administration and management of the school. Hence, school principals must have the ability and skill in taking different roles to perform their jobs well, including school community leaders as well as financial, material and human resource management, while maintaining security and their student's academic performance (Institute for Educational Leadership, 2000). Despite more study results revealed that school principals are very important competencies to achieve the specified school. Leithwood et al. (2004) that, school success depends on the motivation and competence of school leadership. School leaders need a clear understanding of the practical realities of their work, so Leithwood et al (2007) revealed that school principals have one of the three main purposes on orientation, focusing on students; teachers and school to keep student's performance as the main concern.

School principals as a leader is a very important factor, because according to Scheerens and Bosker (1997) that the leadership of the school as an important factor that contributes to effective school improvement. Meanwhile, a study conducted by Hallinger and Heck (1998) about the impact of the leadership of school principals (from 1980 to 1995), concluded that school principals have an indirect impact on student performance, through by providing vision; mission and goals of the school. Theory and the study results showed that, the leadership of the school is an important factor that contributed to the success of the school. Although the impact of school principals do not directly affect the performance of students, but school principals have a role to transform the principles of vision and goals of the organization's mission. Thus, according to Mulford et al. (2004) that transformed the principles that focus on individual support, culture, structure, vision and goals, performance expectations, and intellectual stimulation. Therefore, school principals must be active to carry out these principles. According to Sergiovanni (2009) leadership is the active, not reactive, form an idea rather than just respond. Leaders adopt a personal and active attitude towards goals, the impact of a leader in changing the mood, evoke images and expectations, and determine the desire and goal, especially to determine the direction the organization is required.

Competencies of School Principals as Accordance to Documents Malaysian Ministry of Education; Florida Department of Education; and Ministry of National Education Indonesia

Many experts have been able to determine the competency approach required by the school principals of a school towards achieving set goals. As has been highlighted that the success of the

school to improve students performance which depends on the competency of the principals of schools (Barnard, 1938). However, the concept of competency for the first time popularized by Boyatzis (1982), who defines competence as the ability to possess an attitude that looks at needs work, and the condition within the organization and delivering the desired outcomes. Thus, Drake and Roe (1986) has built five skill competencies that must be owned by the principal as the educational leader of conceptual skills; human skills; instructional skills; technical skills and cognitive skills. Meanwhile, Katz (1993) divides the three approaches or the opportunity skill possessed by the administrator, which others include: (1) technical skills; (2) human skills; and (3) conceptual skills. Therefore, the results of the study found that school principals competencies essential for the success of a school, among the Sammons (2007) revealed that competencies principals occupy the first order of the effectiveness of a school, and Bartman et al. (2007) also revealed that, competency refers to knowledge, attitudes and skills that belong to someone for doing their jobs and solve problems efficiently and effectively.

Based on the theory and the results of that study, school principals should be encouraged for the promotion of competency standards success of each student. According to Mazzeo (2003), one general approach to adopt standards for school leaders is that they require preparation programs to adapt to these standards. This is intended for school principals to play an important role in determining the way the school work but the competency of the current principals to prepare and develop high quality students is very less, the case should be an essential requirement for the effectiveness of the organization is a competency (Davis et al., 2005). Therefore, the documents of the Interstate School Leaders Licensure Consortium (ISSLC, 2008) and help regulate the function of strong school leadership by applying six standard policy, namely: (1) set a vision in concert with school stakeholders, (2) developing the school culture and instructional program conducive to students and staff professional growth; (3) ensure that school management is effective, the agency's resources are secure, efficient and effective learning environment; (4) working with the staff and the community, to respond to diverse interests and needs of the community, and encourage community resources; (5) act with integrity, fairness, and the ethical, and (6) understand and respond to the diversity of the case including the political, social, legal, and cultural context.

Dimensions of competency the school principals in accordance with Ministry of Education Malaysia

Malaysia is able to empower school principals to implement the policy must have the ability and skill competency according to the concept of high-impact school leadership. As disclosed previously, rating is determined by the style of leadership competencies possessed by the leader of an organization. Thus, according to Ministry of Education Malaysia version *Institut Aminuddin Baki (IAB, 2010)*, the principals of school competency to ensure that educational institutions led to excellent, a leader must have competence in six dimensions, namely (i) policy and direction; (ii) instructional and achievement; (iii) managing change and innovation; (iv) resources and operation; (v) people and relationship; and (vi) personal effectiveness. A total of 26 competencies were identified based on the synthesis of leadership characteristics in the model of High Impact Leadership School (*KSBT*) in accordance with these dimensions, as shown in the table below.

Table 1. High impact school principals competence version IAB Ministry of Education Malaysia

No	Dimensions	Description of competencies
1	Policy and Direction	(1) Building a vision, (2) Focus on quality, (3) Strategic thinking, and (4) Proactive
2	Development of teaching	(1) Achievement orientation, (2) Development of Teaching, (3) Knowledge sharing, (4) Focus on curriculum, and (5) Supervision
3	Managing change and innovation	(1) Problem solving, (2) Make a decision, (3) Managing change, (4) Making school improvement, and (5) Creativity dan Innovation.
4	Resources and operation	(1) Financial management, (2) Physical development and assets, (3) Management of ICT, and (4) management of performance
5	Human relationship	(1) Developing capacity, (2) Communication, (3) Relationship with external parties, and (4) Work sharing with teamwork
6	Self effectiveness	(1) Self awareness, (2) Social awareness, (3) Self management, and (4) Social management

Source: *Institut Aminuddin Baki*, Ministry of Education Malaysia, 2010

Dimensions of competency the school principals in accordance with Florida Department of Education

The vision and mission of the Florida education (began in 2008) is to enhance the ability of all students in a good education system, and efficiently by giving an opportunity to expand the knowledge

and skills through learning opportunities and research by students, the role of parents, and community, and maintain the system accountability to measure student progress toward achieving set goals: improving student performance; facilitating the articulation and access to education; enhance workforce readiness skills and economic development; and efficiently improve the quality of service (Florida Department of Education, 2008).

Table 2. Competency school principals as Florida Department of Education

No	Dimensions	Description of competence
1	Vision	High performing leaders have a personal vision for their school and the knowledge, skill, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.
2	Community and Stakeholders Partnership	High performing leaders collaborate with families, business, and community members, respond to diverse community interest and needs, work effectively with the larger organization and mobilize community resources.
3	Diversity	High performing leaders understand, respond to and influence the personal, political and social
4	Instructional Leadership	High performing leaders promote a positive learning culture, provide an instructional program, and apply best practices to student learning
5	Managing the Learning,	High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.
6	Learning, Accountability and Assessment	High performing leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance and use a variety of benchmarks, learning expectations, and feedback measure to ensure accountability for all participants engaged in the educational process.
7	Decision Making Strategies	High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.
8	Technology	High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning and management, research, and communication responsibilities.
9	Human Resources Development	High performing leaders recruit, select, nurture and where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff paid and volunteer.
10	Ethical Leadership	High performing leaders act with integrity, fairness, and honesty in an ethical manner.

Resource: Florida School Leadership, Florida Department of Education, 2008

The competence of the school principals in accordance with Ministry of National Education Indonesia

Competencies of school principals by the Ministry of National Education Indonesia, Principal of the school is one of the most critical education components in improving the quality of education. This is as disclosed in the Regulation of the Ministry of National Education Indonesia (2007) about the competency of school principals. Basically, the rules revealed that school principals are responsible for the maintenance of educational activities, school administration, educators and the empowerment of construction and maintenance of school facilities. Which one is more important is expressed in parallel with the increasingly challenging task that requires school principals to work efficiently and effectively.

Table 3. Competency principals of the Indonesian version of the Ministry of Education

No	Dimensions	Description of competence
1	Personality	(1) moral majesty, (2) has integrity as a leader, (3) has committed, (4) be open, (5) operation of self, and (6) has talent and interest as a leader
2	Management	(1) managing the school plan, (2) developing organization, (3) empower school resources, (4) managing change, (5) creating a conducive school climate, (6) managing teachers and staff, (7) operating facilities and infrastructure school, (8) operating human relationship, (8) managing students, (9) managing curriculum, (10) financial management, (11) operating administration, (12) managing unit specific service, (13) managing information systems school, (14) make use of ICT, (15) Managing Monitoring and Evaluation advanced
3	Entrepreneurship	(1) creating innovation, (2) working hard to achieve goals, (3) has a strong motivation, (4) never give up, (5) has entrepreneurship spirit
4	Supervision	(1) plan of academic program supervision, (2) doing academic program supervision, and (3) doing follow up of the results academic supervision
5	Social	(1) working with others, (2) active in community social activities, and (3) has a social sensitivity

Resource: Ministry of National Education Indonesia, 2007

Research Methodology

This study is based on library research, the method used is analysis of documents and the terms of the equation for determining the dimensions results from the document. Based on that interest, to analyze the differences and similarities between the dimensions of competency of school principals third document, the researchers adapt Concept Mapping method (Jackson & Trochim, 2002). According to Jackson and Trochim (2002) that, Concept Mapping is used to give the concept of groups or units of analysis the same meaning inclination. Adaptation method based on concept mapping, then the stages of analysis in this study: (1) analyzing unit analyzes each dimension descriptors competencies of each country according to the document, (2) a thorough mapping of concepts from several references; (3) to analyze the concept of mapping by using format size of 132 rows x 3 columns; (4) selecting the final cluster solution each unit of analysis, and (5) make labeling each cluster into the dimensions of a more moderate pace.

Revenue Analysis Study

Based on the survey methodology, the analysis of each step in this study is described as follows;

Step 1: create a unit of study analysis. In this step the researcher makes a list Descriptors competency based school principals from the document and the Malaysian Ministry of Education Ministry of National Education Indonesia documents the construction of quick reference for the study of instruments, by providing analysis unit number 1 to 123. According to Jackson and Trochim (2002) that, a unit of analysis consists only of sentences or phrases that contain a concept of unit, so that only express one idea for each problem and created the unit of analysis can be relatively easy.

Step 2. a thorough review the concept mapping group. In this step the researcher to do the selection process group concept mapping, which creates clusters from various references as has been highlighted. For that interest, the researchers divided the concept of mapping the three groups as disclosed below. Group A of school principals in terms of competencies of school leadership which refers theory, document findings from a variety of experts, among others; Edmons, 1979; Scheerens & Bosker, 1997; Hallinger & Heck, 1998; Waters et al, 2003; Leithwood et al, 2004; Davis et al, 2005; Organization for Economic Cooperation and Development, 2005; Florida Department of Education, 2008; and Dagget, 2009. Group B for the competencies of school principals in terms of leadership lessons that refer to the theory, the findings or documents from a variety of experts follows: Hallinger & Murphy, 1985; Hopkins & Murphy, 1987; Scheerens & Bosker, 1997; Hallinger & Heck, 1998; Ovando & Ramirez, 2007; Florida Department of Education, 2008; and Hallinger, 2009. Group C for the competencies of school principals in terms of operational leadership also refers to the theory, the findings from the various experts or documents as follows: Hersey, 1984; Mauriel, 1989; Goleman, 1995; Humphrey, 2002; Glanz, 2006; Florida Department of Education, 2008; and the Country of Santa Barbara, 2008.

Step 3: make the concept mapping analysis. In this step the researcher is to analyze the concept of mapping in line with size 123 x 3, which means that 123 lines of the analysis unit to be mapped to the third column the concept of clusters as in step 2 above, namely Leadership School (Group A); Leadership in Teaching (Group B), and Leadership Operations (Group C). Each cell is given the value (1) which means there is a tendency the same meaning, and value (0) which means there is no tendency of the same meaning. **Step 4:** choose the final cluster solution. In this step the researchers chose each number in the unit of analysis in the concept mapping group list. **Step 5:** The labeling of each group. In this step, researchers compiling the label of each batch into a number of dimensions of competency based Malaysia Education Ministry documents; Florida Department of Education and Ministry of National Education of Indonesia, the results obtained are as follows.

Table 5. Dimensions and indicators of competency of school principals

Dimensions	Indicator	
Policy and direction	(1)	has a personal vision
	(2)	have the knowledge to develop the vision
	(3)	build the school's vision
	(4)	highly motivated
	(5)	skills to develop vision
	(6)	focus on the quality of continuous school improvement
	(7)	strategic thinking analyze the organization's needs
	(8)	Proactive
	(9)	has a commitment
Collaboration between staff, stakeholders and society	(1)	make working with parents of students
	(2)	to cooperate with the board outside the school
	(3)	do working with the community and government
	(4)	responds to the needs of diverse communities
	(5)	any other work
School's program management	(1)	to work effectively for the organization
	(2)	work hard for the achievement of organizational goals
	(3)	establish objectives without supervision by the senior school
Build of diversity	(4)	able to perform the construction of the curriculum
	(5)	be able to build the organization
	(1)	be able to develop partnership programs
	(2)	have a responsibility communications
	(3)	understanding of social conditions
	(4)	active in social causes
Teaching and achievement	(1)	ability to perform the supervision of student learning
	(2)	ability to perform the supervision of teachers teaching
	(3)	have the ability to plan for the supervision of teaching and learning
	(4)	have the ability to conduct supervision of teaching and learning programs
	(5)	plan for the development of teaching
	(6)	has the ability to respond to follow-up supervision of teaching and learning results
Teaching Leadership	(1)	capable of promoting the learning environment effectively and efficiently
	(2)	capable of promoting a positive learning culture
	(3)	to promote quality teaching
Supervising teaching and learning	(1)	ability to plan the learning program
	(2)	ability to provide examples of best teaching practices for teachers
	(3)	ability to provide practical examples of the best learning for students
Responsibility for learning and assessment	(1)	be able to evaluate the teaching and learning
	(2)	planning the use of various learning assessment standards
	(3)	respond to students' assessment results
	(4)	has a responsibility for all components in the process of teaching
Managing change and innovation	(1)	have the ability take care of changes
	(2)	able to analyze data for continuous school improvement
	(3)	ability to collect data for continuous school improvement
	(4)	have the critical thinking
Building and operation of technology resources	(1)	has the financial ability to care
	(2)	have the ability to take care of ICT-based school information system
	(3)	has the ability to use ICT
	(4)	have the entrepreneurial spirit
	(5)	have the ability to create a comfortable climate in schools
	(6)	ability to plan the development of school
	(7)	ability to leverage technology to achieve organizational excellence
	(8)	ability to plan the provision of electronic tools for the integration of technology and teaching
Ethical leadership	(1)	understand the personality of the staff
	(2)	does not easily give up
	(3)	act fairly
	(4)	have the honesty
	(5)	have the ethical
	(6)	morality
	(7)	integrity
Human resources management	(1)	ability to recruit staff to effectively
	(2)	working with school teamwork
	(3)	to communicate effectively
	(4)	have the ability to take care of teachers and staff
	(5)	building the capacity of staff building professional growth of staff
	(10)	Innovative
	(11)	attempt to achieve a common vision with the support of the organization
	(12)	have the creativity to achieve organizational excellence
	(13)	with innovation to achieve organizational excellence
	(14)	the ability of school leadership
	(15)	to create innovation
	(16)	efforts to support the achievement of a common vision of the school community
	(6)	mobilize community resources
	(7)	develop good relations with the outside
	(8)	promote good relations with the outside
	(9)	affect the community
	(10)	influence government
	(6)	ability to lead school
	(7)	can assess the school achievement
	(8)	ability to report the ability of school achievement
	(9)	ability to plan professional development of teachers and staff
	(4)	could trigger the best response from other parties
	(6)	understanding about the politics
	(7)	has the ability to manage the curriculum
	(8)	able to manage the supervision results
	(9)	supervision of instruction for teachers
	(10)	supervision of student learning
	(11)	goals oriented
	(12)	always focus on the curriculum
	(13)	ability to perform the supervision of environment
	(4)	ability to promote a safe learning environment, effective and efficient
	(5)	ability to develop performance improvement strategies
	(6)	to promote professional learning community
	(4)	ability to manage the organization of teaching and learning
	(5)	ability to translate operational within the learning
	(5)	ability to manage the results
	(6)	have the ability to take care unit special services for students
	(7)	are capable of building the assessment process to improve student performance
	(8)	ability to conduct a study on teaching
	(5)	ability to solve the problem
	(6)	ability to make decisions based on data and information
	(7)	ability to handle change
	(8)	has a problem solving technique
	(9)	capable of implementing the school development program
	(10)	ability to manage efficiently the financial
	(11)	ability to manage school facility
	(12)	ability to manage the schools ICT
	(13)	ability to manage the use of learning facilities
	(14)	capable of effectively carrying out the work plan
	(15)	ability to use ICT
	(16)	ability to take care of teaching facilities
	(17)	management of the school
	(8)	open
	(9)	has self operation
	(10)	has a social sensitivity
	(11)	have integrity as a leader
	(12)	self awareness
	(13)	social conscience
	(14)	ability to manage self emotional
	(6)	develop the capacity of staff
	(7)	ability to implement programs of
	(8)	ability to build and maintain an effective staff
	(9)	empowers the school's resources
	(10)	Building relationships with other people

Results Analysis

Based on various theories and findings of the study and analysis of each dimension of adaptation Concept Mapping, competencies of school principals Malaysia; Florida and Indonesia documents, and then it can be concluded that the results dimensional documents in terms of competency of the school leadership, instructional leadership and operational leadership of the school shown in Figure 1.

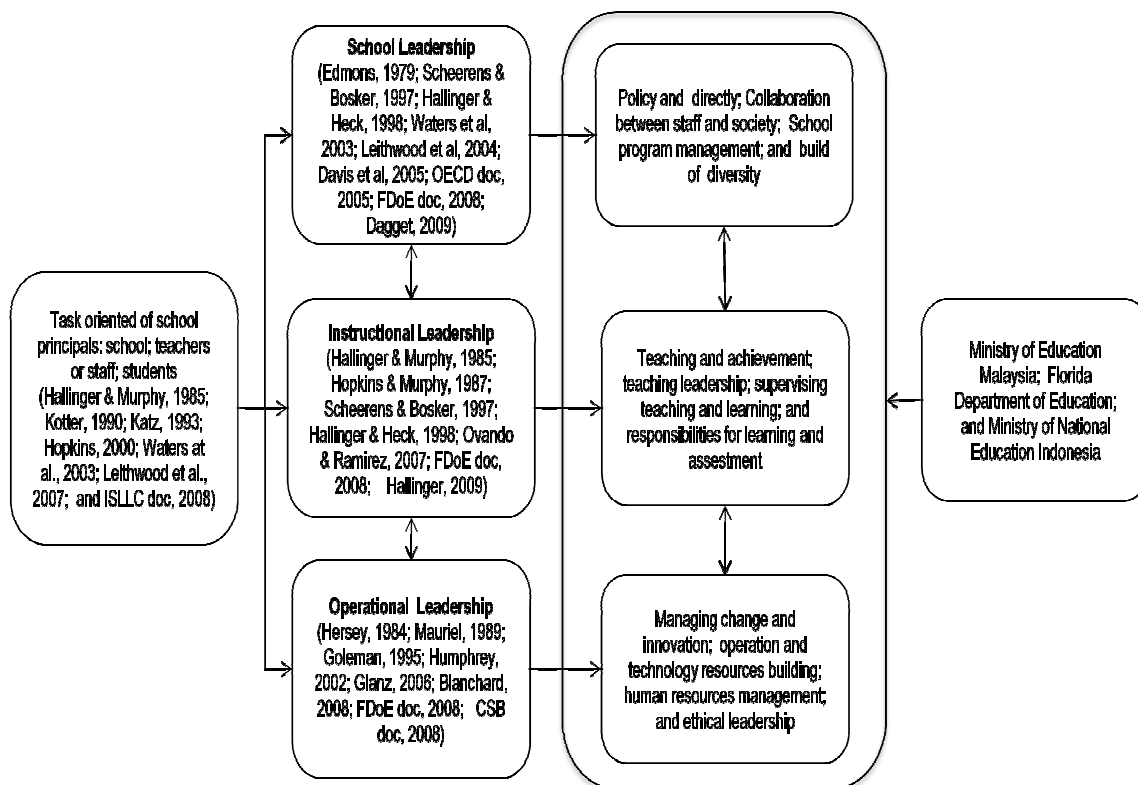


Figure 1. Model competency of school principals

Conclusions and Discussions

Adaptation method based on analysis of Concept Mapping (Jackson & Trochim, 2002) above, analyzing the dimensions of competence Descriptors school principals from the Ministry of Education Malaysia's documents; Florida Department of Education and document the Ministry of National Education Indonesia, it found that school principals are divided into competencies three sections, namely: (1) competency of school principals in school leadership dimensions: (a) the policy and direction, (b) build a collaboration between staff, stakeholders, and society; (c) the management of the school program, and (d) build diversity; (2) competencies of school principals in terms of teaching with dimensions of leadership: (a) teaching and achievement, (b) leadership lessons, (c) the management of learning environments, and (d) the responsibility of learning and assessment; and (3) competencies of school principals in terms of operational leadership with the dimensions: (a) management of change and innovation; (b) building and operation of technology resources, (c) develop human resources, and (d) ethical leadership.

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